

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal Mrs. Alexis M. Yannich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Wiley Canyon Elementary School
(As it should appear in the official records)

School Mailing Address 24240 La Glorita Circle
(If address is P.O. Box, also include street address.)

Newhall CA 91321-2304
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* 19-64832-6020812

Telephone (661) 291-4030 Fax (661) 291-4031

Web site/URL http://www.newhall.k12.ca.us/wiley/ E-mail ayannich@newhall.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Marc Winger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newhall School District Tel. (661) 291-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Steve Tannehill
Specify: Ms., Miss, Mrs., Dr., Mr., Other

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 10 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
- 10 TOTAL
2. District Per Pupil Expenditure: \$7100
 Average State Per Pupil Expenditure: \$6897

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	53	57	110	8			
1	47	52	99	9			
2	56	39	95	10			
3	71	49	120	11			
4	45	51	96	12			
5	53	56	109	Other			
6	41	64	105				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							734

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|--------------|----------------------------------|
| <u>35</u> | % White |
| <u>1</u> | % Black or African American |
| <u>58</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u><1</u> | % American Indian/Alaskan Native |
|
 | |
| <u>100</u> | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	62
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	59
(3)	Total of all transferred students [sum of rows (1) and (2)]	121
(4)	Total number of students in the school as of October 1	734
(5)	Total transferred students in row (3) divided by total students in row (4)	165
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 42 %
308 Total Number Limited English Proficient

Number of languages represented: 14

Specify languages: English, Spanish, Korean, Filipino, Japanese, Arabic, Armenian, Burmese, Farsi, Hebrew, Russian, Thai, Bengali, Polish

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 367

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{59}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>30</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u>11</u>
Paraprofessionals	<u> </u>	<u>11</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>38</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	96%	96%
Teacher turnover rate	7%	8%	9%	15%	12%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Wiley Canyon Elementary School is located in the Santa Clarita Valley, a suburban area thirty miles north of Los Angeles. Academic excellence and community involvement are long standing traditions at Wiley Canyon. We are a four time recipient of the California Distinguished School Award, the highest honor an elementary school can earn in the state, first earning the award in 1987 and most recently in 2006. We are a learning community with heart where children are cherished and families are valued. A walk through our campus on any day reveals true commitment to achieve academic, behavioral, and social outcomes for all students.

Our school was built in 1967 and modernized in 2001. Currently 734 students are enrolled in grades kindergarten through sixth grade. Our campus is also home to one regular education and one special education preschool program, and a YMCA Child Care Center. The school facility consists of twenty-five classrooms, fourteen portable classrooms, a reading lab, a computer lab and a core building housing the library/media center, multi-purpose room, fine arts room, production center, community room, and school offices. Our student body is culturally diverse and serves a largely residential population in the communities of Newhall and Valencia. Fifty eight percent (58%) of our student body is Hispanic, 35% Caucasian, 5% Asian, 1% African American, and 1% multiple ethnicity. The school's English Language Learner/Limited English Proficient (ELL/LEP) population is 42%. Housing in our community consists of apartment complexes, mobile home parks, and single family homes. While there are some expensive and modest homes within our attendance area, half of our students live well below the poverty level. Fifty percent of our students qualify for free and reduced lunch.

The school's mission statement and core beliefs were developed by staff, students, parents, and community members. The Wiley Canyon School community is committed to providing a safe learning environment that empowers students to make positive contributions to society. We believe learning and academic achievement is a partnership among students, staff, families, and the community. A positive, healthy environment is promoted by highly qualified staff members who model respect, patience, and compassion. The curriculum is standards-based and ever changing to accommodate the needs of our student population. Staff utilizes a variety of instructional strategies and incorporates technology and the arts across the curriculum. We believe our intervention and enrichment opportunities are essential components to a well rounded educational experience. We also believe students discover an inner passion for learning by believing in their ability to achieve personal goals while striving to reach their highest potential. Our mission statement and core beliefs are posted throughout the school and in each classroom and used as the foundation for all decision making.

Wiley's staff includes two administrators and thirty full time credentialed classroom teachers. Seven part-time credentialed teachers provide instruction in technology, physical education, Gifted and Talented Education, and Title I programs. Forty percent of our teachers have ten or more years of experience while thirty percent have five or less. A part time counselor and a school psychologist serve the school. Classified support personnel include office staff, a health assistant, a library/media clerk, a production center coordinator, playground supervisors, custodians, and cafeteria staff. An indispensable element in the school's overall success is the large volunteer corps of parents assisting in the Production Center and classrooms. This resourceful group of educators, support staff, and parents work together to empower our school's population and they are committed to providing an ongoing culture of excellence and acceptance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The academic success of Wiley Canyon students is measured on an ongoing basis with multiple measures. California's Academic Performance Index (API) is based on the Standardized Testing and Reporting Program (STAR), our state assessment program. The California Department of Education has determined that an API score of 800 or above signifies that the school's students are achieving at high levels. The number is reflective of each school's overall achievement on the California Standards Test (CST) in English/Language Arts and Math in grades 2-6, writing in grade 4, and science in grade 5. The achievement of significant subgroups, including socioeconomic level, mobility, and parent educational levels are factored into the API. Schools are also given a similar schools statewide rank of 1-10 based on the API, with 10 being the highest decile. www.cde.ca.gov.

Beginning in the 2001-02 school year, Wiley Canyon consistently demonstrated growth in its API score and every year has been ranked a "10" in comparison to other schools. In the 2002-03 school year, Wiley Canyon exceeded the state's target 800 API by receiving a score of 814. In 2003-04, our school population was profoundly changed due to district boundary adjustments and the number of English Language Learners and economically disadvantaged students significantly increased. Yet even with these new challenges, we again surpassed 800 in the following year receiving a score of 826 and 840 in the subsequent years.

California Standards Test results are reported in five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students at the proficient level are considered to be meeting state standards. The progress made is demonstrated by the following summary results in English Language Arts and Math.

California Standards Test – English/Language Arts (ELA) & Math (5 years of data)

- At all grade levels Wiley Canyon students scored well above the state averages.
- Grade level percentages of all students meeting ELA standards moved from a median of 39% to 55% and in Math from 40% to 67%.
- Grade level percentages of the English Learners subgroup meeting ELA standards moved from a median of 12% to 38% and in Math from 12% to 48%.
- Grade level percentages of the Economically Disadvantaged subgroup meeting ELA standards moved from a median of 24% to 41% and in Math from 24% to 54%.
- Grade level percentages of the English only subgroup meeting ELA standards moved from a median of 59% to 71% and in Math from 49% to 76%.
- Grade level percentages of the Hispanic subgroup meeting ELA standards (4 years of data) moved from a median of 37% 44% and in Math from 40% to 67%.

Based on the five years of data, it is evident that Wiley Canyon has continually moved members of all subgroups toward proficiency in both English Language Arts and Math.

2. Using Assessment Data: Disaggregated data from district and classroom assessments is integrated with data from state testing to allow teachers and administrators the most complete and detailed view possible of each student's progress and grade level mastery of standards. This includes results from STAR, the California English Language Development Test (CELDT), and Newhall School District formative and summative English/Language Arts (ELA) and writing evaluations. A dedicated database program, *Measures Aligned*, allows users to load and sort local and state assessment data by student and standard. *Measures Aligned* is used by individual teachers, grade level teams, and administrators to monitor and analyze assessment results.

At the start of each school year, grade level teams meet to review assessment data for their current and previous classes. An in depth analysis of state STAR scores for their current and previous classes guides teachers in determining best instructional practices as well as students' strengths and weaknesses. Teachers then collaborate to design a comprehensive standards-based year long block plan for all curricular areas. Data is also used by teachers to design an instructional program which targets individual student needs through small group ELA and mathematics instruction. In addition, assessment results help identify students in need of supplemental academic support services such as Title I Reading Lab, Extended Day, and Intersession.

Systematic use of formative and trimester standards-based assessments in English Language Arts and Mathematics allow constant data gathering and analysis to inform instruction through the year.

In the spring, teachers administer state standards-based assessments in ELA, writing (4th grade), mathematics, and science (5th grade). Grade level teams meet to review results and determine instructional strengths and weaknesses. Refinements to instructional programs are discussed among teams and shared with administrators during Professional Performance Plan conferences held at the beginning, middle, and end of the school year. Data is continually used by teachers and administrators to monitor student progress, develop short-term and long-range planning and grouping, and configure intervention and support services.

3. Communication of Assessment Results: Communication of student performance is vital in ensuring student success at Wiley Canyon and is a high priority. Once information is disaggregated, it is shared with stakeholder groups including the School Site Council, the Educational Foundation, Parent Teacher Association (PTA), parents and community by means of teacher newsletters, the school's monthly parent newsletter (The Wiley Times), the school's website, and local newspapers. The School Accountability Report Card (SARC) is also available on the internet and in the school office. Each year Wiley Canyon develops a Single Plan for Student Achievement, a comprehensive plan outlining the school's mission, core beliefs, and goals for all educational programs and student progress. Assessment results over time are tracked and analyzed in the plan. It is reviewed by district level staff, presented to the NSD Governing Board, and shared with the community.

At the beginning of the year, Wiley Canyon teachers host a Back to School Night to help parents understand the specific grade level content standards and expectations for the upcoming school year. Multiple measures including students' daily work and classroom assessments throughout the year are used to communicate student performance to families. Wiley Canyon uses a standards-based report card three times a year to communicate student progress. At the end of each reporting period, teachers meet with parents one on one to communicate progress and goals for each student.

Wiley Canyon works closely with families of special needs students creating Individual Learning Plans (ILP) for GATE, ELL/LEP, and students at risk of retention. Parents of special education students meet annually with the site team to review and develop goals for a child's Individualized Education Plan (IEP).

The teachers at Wiley Canyon are visible and accessible on campus. Teachers use email and voicemail daily in their classrooms to communicate with parents. On any given day you will find parents volunteering in the classrooms and meeting with teachers after school to discuss their child's progress.

4. Sharing School Success: Wiley Canyon regularly shares its successes with other schools. Fifteen teachers at Wiley Canyon serve on district committees, including the Curriculum Council, Certificated Advisory Council, GATE Advisory Council, Title I Advisory Committee, Textbook Adoption Committee, English/Language Arts Assessment Committee, Performance Assessment Committee, English Language Learner Advisory Committee, and the Writing Committee. Teachers regularly attend and present at district staff development seminars. Wiley Canyon teachers have been at the forefront, working on the district performance assessment team and had the opportunity to share how they are making standards work through engaging performance assessments.

Teachers participate in the Beginning Teacher Support and Assessment program (BTSA) and serve as Support Providers for beginning teachers at our site as well as other schools in the district. Support Providers attend five BTSA academies throughout the year to share successful practices with surrounding districts' colleagues. Wiley Canyon is considered to have outstanding master teachers and works closely with local universities and colleges to provide placement opportunities for student teachers. Wiley Canyon teachers and administrators welcome other teachers throughout the district to visit and observe quality instructional strategies. District and school site administrators participate in bimonthly Administrative Council meetings to communicate school accomplishments.

After Wiley Canyon's Academic Performance Index indicated significant academic growth, leading to the California Distinguished School Award, the school participated in a California Department of Education survey describing its best practices. This information is shared statewide. Additionally, due to successful practices in closing the achievement gap among significant subgroups, staff was invited to present at the annual Title I state conference.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum: Wiley Canyon provides every student with a research-based comprehensive core curriculum aligned to state content standards, frameworks, and assessments which meets and extends students' needs. Teachers collaborate, articulate, and implement the curriculum based on best practices to ensure grade-level and district-wide alignment.

The reading/language arts program utilizes the Houghton Mifflin reading series, focusing on decoding skills, fluency, and reading comprehension. The core literature curriculum at all grade levels includes works of fiction, non-fiction, and poetry focusing attention on human characteristics, real-life dilemmas, and understanding nature. The program emphasizes the integration of listening, speaking, vocabulary development, reading and writing in a meaning-centered context. Hampton Brown's *Avenues* (grades K-4) and *High Point* (5-6) series have been implemented for ELL/LEP learners. An uninterrupted, protected block of time has been established for reading/language arts and core curriculum.

At risk students participate in intervention programs before and after school. The central objective of these programs is to enable students who have demonstrated weak comprehension skills to become effective readers. These programs utilize *Soar to Success*, Project Read, SRA, and leveled readers with small groups to enhance fluency, vocabulary development, and reading comprehension. GATE students also benefit from differentiated small group instruction in the classroom and from a one hour per week pullout program with a specialist. Teachers integrate district-adopted GATE curriculum units to help guide and extend lessons in the classroom.

Wiley Canyon provides ongoing professional development for teachers to become better skilled at teaching writing. Teachers participate in three district writing genre trainings on a yearly basis. Teachers continue to incorporate the *6 + 1 Writing Traits* and utilize resources such as the *Write Source* writing handbooks, *Four Square Writing*, and Houghton Mifflin Series writing strategies to address the different writing genres.

The mathematics program emphasizes instruction in the mastery of number sense, algebraic functions, geometry, and measurement and statistics. The adopted Harcourt Brace (grades K-5) and McGraw Hill (grade 6) math texts are directly correlated to state standards. The Enterprise Math Assessment program assists teachers in designing instruction and determining mastery of grade level standards. Students are given weekly and trimester assessments from Enterprise and the math series chapter tests to help guide and extend lessons for students at all levels including GATE.

A Harcourt Brace science series for kindergarten through fifth grade and Prentice Hall *Science Explorer* for sixth grade provides opportunities for all students to participate in an activity-based program teaching the scientific method in earth, life and physical science.

The social studies program is aligned to state standards and uses the Houghton Mifflin series. It builds historical and geographical knowledge, development of cultural and democratic understanding, and knowledge and skills necessary for responsible citizenship. A highlight of our social studies and science programs are the performance assessments that incorporate a variety of student produced projects which reflect mastery of essential skills.

An art specialist provides instructional experiences in Visual and Performing Arts education, addressing history, appreciation, and production of various art forms. The art program utilizes the district-adopted art program *Adventures in Art* focusing on the critical components of production, aesthetic scanning, cultural heritage, and critical study. An art gallery is maintained inside the fine arts room and core building hallways displaying student work. Students receive classroom music instruction from credentialed teachers and also have the opportunity to participate in chorus and orchestra. Physical education is provided by a certificated teacher who provides a comprehensive foundation for skills and fitness through the

Sports, Play and Active Recreation for Kids (SPARK) program. All teachers at Wiley Canyon have been trained in SPARK.

Classroom instruction is directly linked to implementation of the district and site technology plans. Our school plan requires students to demonstrate mastery of district-defined grade level technology standards. A credentialed technology resource teacher provides direct instruction to students and works with teachers to develop their personal technology skills and ability to integrate technology in their grade level curriculum.

2. Reading Curriculum: Wiley Canyon students are provided with a rigorous standards aligned reading curriculum to foster academic excellence. The school community is committed to the challenge of developing literary skills for all learners to meet or exceed the California and federal standards described in No Child Left Behind.

State approved and district adopted Houghton Mifflin instructional materials are the core materials used in the reading program. Academic components include reading, spelling, grammar, and writing conventions. The series was selected through the district process, which included publisher presentation, school site and grade level evaluations, parent evaluations, and piloting.

Students of all abilities read a variety of literature to build fluency, vocabulary, comprehension, and skills across content areas. A focus on ELL/LEP students at the site requires that the program includes materials for English language development, remediation, enrichment and technology enabling teachers to customize instruction. Students (1-3) strengthen word attack skills with the addition of the Modern Curriculum Press *Phonics Series*.

Teachers maximize instruction within the protected block using flexible groups, differentiated instruction, and a variety of strategies, activities, and supplemental materials. Parent volunteers, cross age tutors, literary centers, SRA, Orchard software, Reading A-Z, and an expanding library enhance the reading program. The district-developed core literature list identifies classic and contemporary titles linked to grade level curriculum. The paperback library includes books for a range of interests and abilities that are effectively used for read alouds, independent reading, and small group lessons. These carefully chosen books support both the reading and writing genres specific to each grade level. Results from ELA monthly formative assessments and trimester tests monitor progress regularly and drive instruction.

Students needing additional support receive intensive, small group instruction through the reading lab, ELD, and intervention classes at their targeted level. Core intervention materials are *Avenues* (primary) and *High Point* (upper) which feature engaging, visual text with a focus on language development and grammar with organizational and study skills.

3. Additional Curriculum Area – Writing: We have maintained a concentrated focus in written expression in order to meet the needs of our students and fulfill our mission statement. In the last four years, emphasis has been placed on professional development for teachers to become skilled in teaching writing to all students. Teachers attend three district grade level specific writing genre trainings, followed by three “tune up” meetings. Teachers continue to incorporate the *6 + 1 Writing Traits* and utilize a variety of resources including grade level specific writing handbooks. All grade levels have daily writing tasks in a variety of subject areas to reinforce students’ writing skills.

Teachers work with students to identify the characteristics of specific genres and apply that understanding to the writing process. Strategies to assist English Language Learners, At Risk students, GATE students and students with special needs are a focus. Teachers help students relate reading comprehension to written expression. Teachers encourage students to use correct literary terminology to establish a foundation for writing applications across all grade levels. Emphasis is placed on improving student skills to create meaningful, sequential paragraphs that develop a central idea and demonstrate an understanding of purpose for writing.

The instruction of mechanics, organization, and writing clear, coherent sentences is emphasized at each grade level.

Following the teaching of specific genres, teachers reconvene to evaluate student work samples. Formative assessments are given three times per year and grade level teams collaboratively score the students' written responses. Grade level teams review students' writing, report the strengths and weaknesses, and compare these to the previous years' work. To conclude the process, teachers develop specific class goals for writing instruction. At the end of the school year, a sample of each student's writing is placed in his/her cumulative record so that we can assess progress over time. The clearly defined building of skills at each grade level and the systematic process of evaluation have resulted in significant student growth in written expression.

4. Instructional Methods: At Wiley Canyon a balanced set of instructional strategies is employed to guide all students to mastery of state standards. To meet identified student needs and grade level standards in ELA and math, teachers use whole group instruction, flexible grouping, cooperative learning clusters, and individual learning contracts to teach concepts and skills.

All instructional programs incorporate best practices from *Making Standards Work* and *Effective Teaching Strategies for the Standards-Based Classroom* presented by the Center for Performance Assessment. Teachers use a variety of instructional strategies and modalities to broaden and extend learning of all students within the context of state standards. Manipulatives, visuals, and Total Physical Response (TPR), along with flexible grouping and individual learning contracts are some of the best practices used to differentiate instruction.

Instruction is compacted by the use of cross-curricular activities and connecting unit themes. Inquiry based activities such as Know, Want to Know, and Learned (KWL) charts, science experiments, experiential activities, and internet searches are used to launch themes across curricular areas. Student directed learning experiences include participating in centers, creating rubrics, and completing performance assessments. Real life experiences to enhance students' learning experiences include field trips and themed curricular days. Technology is integrated daily into small group rotations to extend learning. Orchard Reading/Math software programs instruct students in mastery of grade level skills. To accelerate learning, teachers pretest students to establish students' proficiency levels and design appropriate placement within state-adopted curriculum. Teachers assign standards-based homework which supports student learning and is modified according to student proficiency levels.

To support ELL/LEP students, teachers routinely practice Specially Designed Academic Instruction in English (SDAIE) by labeling classroom objects, using visual aids, and using TPR. Teachers also incorporate using the Guided Language Acquisition Design (GLAD) model integrating music, rhyme, and visual learning modalities to help ELL/LEP students master content area knowledge and concepts.

5. Professional Development: Wiley Canyon's Professional Development Plan is an integral part of the school's Single Plan for Student Achievement. Goals are aligned with district priorities and include: shared understanding of *how* students are to demonstrate mastery of standards, analyzing achievement data to prioritize needs and plan professional development activities aligned to identified needs, and assessing the effectiveness of professional development on student achievement over time, based on performance targets. Teachers, in collaboration with administrators and external experts, plan and implement professional development activities. Examples of professional development that administrators and teachers have participated in are *6 + 1 Writing Traits*, *Making Standards Work*, ELL/LEP certification, GLAD, *Measures*, Kate Kinsella's *Improving Literacy*, and Sports, Play, and Active Recreations for Kids (SPARK!).

Staff development in math has focused on the use of a comprehensive set of standards-

based assessments (*Enterprise*) to inform instruction. The effectiveness of these efforts was indicated by STAR data showing that the percentage of students demonstrating proficiency in math increased from 40% in 2002 to 67% in 2006.

Results of the NSD Summative Writing Assessment and the STAR Writing Test (grade 4) indicated a need for program improvement. To address this need, Wiley Canyon and the district implemented a multi-level writing program of ongoing professional development for all grade levels. Analysis of our results indicates an ongoing trend moving students toward proficiency.

Analysis of spring 2004 STAR science results showed that students demonstrating proficiency lagged behind other content areas. In response, a series of staff workshops were developed and presented by a professional consultant and teacher leader that focused on the state standards in science. In 2004, 24% of fifth grade students demonstrated proficiency. In 2006, student achievement rose to 38%.

Professional development in all curricular areas is accomplished through systematic training followed by coaching, materials purchase (when necessary) and ongoing evaluation.

PART VII - ASSESSMENT RESULTS

Wiley Canyon School STAR Data for Blue Ribbon School Application

English Language Arts Grade 2

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	54	45	33	43	41
% "Advanced"	23	14	9	18	11
# of students tested	121	102	117	145	149
% of total students tested	100	100	100	100	94
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	35	39	24	17	19
% "Advanced"	9	7	4	5	5
# of students tested	57	59	55	58	63
Hispanic					
% "Proficient" plus "Advanced"	42	40	23	28	NA
% "Advanced"	14	4	NA	NA	NA
# of students tested	72	56	65	72	NA
English learners					
% "Proficient" plus "Advanced"	30	31	18	11	10
% "Advanced"	10	3	4	2	4
# of students tested	49	39	50	43	50

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**English Language Arts
Grade 3**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	50	39	43	46	52
% "Advanced"	24	5	14	15	18
# of students tested	95	111	111	149	131
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	40	29	30	26	29
% "Advanced"	16	2	6	3	4
# of students tested	50	56	51	71	48
Hispanic					
% "Proficient" plus "Advanced"	45	30	30	30	NA
% "Advanced"	16	3	NA	NA	NA
# of students tested	51	62	56	81	NA
English learners					
% "Proficient" plus "Advanced"	22	23	21	22	9
% "Advanced"	2	0	0	4	0
# of students tested	41	48	33	51	33

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**English Language Arts
Grade 4**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	58	56	56	56	46
% "Advanced"	25	30	22	23	22
# of students tested	111	110	116	120	139
% of total students tested	100	100	99	100	97
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	51	36	36	31	21
% "Advanced"	13	14	7	0	7
# of students tested	55	51	56	49	44
Hispanic					
% "Proficient" plus "Advanced"	49	36	38	36	NA
% "Advanced"	19	13	NA	NA	NA
# of students tested	64	53	61	50	NA
English learners					
% "Proficient" plus "Advanced"	41	29	22	24	6
% "Advanced"	9	6	3	0	0
# of students tested	47	35	36	34	32

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**English Language Arts
Grade 5**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	67	61	49	53	43
% "Advanced"	34	31	27	16	12
# of students tested	99	119	115	148	146
% of total students tested	100	100	100	100	99
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	44	38	27	33	23
% "Advanced"	11	11	6	9	2
# of students tested	46	56	47	58	52
Hispanic					
% "Proficient" plus "Advanced"	41	46	35	35	NA
% "Advanced"	10	21	NA	NA	NA
# of students tested	49	63	55	74	NA
English learners					
% "Proficient" plus "Advanced"	19	22	10	15	5
% "Advanced"	4	3	3	0	0
# of students tested	26	36	30	41	22

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**English Language Arts
Grade 6**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	57	52	66	65	51
% "Advanced"	28	26	25	32	13
# of students tested	116	108	102	145	124
% of total students tested	100	100	100	100	98
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	35	18	46	41	27
% "Advanced"	9	10	8	6	6
# of students tested	53	40	26	50	34
Hispanic					
% "Proficient" plus "Advanced"	43	30	43	55	NA
% "Advanced"	13	12	NA	NA	NA
# of students tested	63	49	37	56	NA
English learners					
% "Proficient" plus "Advanced"	19	12	31	15	12
% "Advanced"	4	8	0	5	6
# of students tested	27	24	13	21	16

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**Mathematics
Grade 2**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	68	67	47	71	41
% "Advanced"	35	31	16	37	12
# of students tested	121	102	117	145	156
% of total students tested	100	100	100	100	99
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	49	61	35	59	21
% "Advanced"	16	24	13	19	6
# of students tested	57	59	55	58	66
Hispanic					
% "Proficient" plus "Advanced"	54	57	37	61	NA
% "Advanced"	21	23	NA	NA	NA
# of students tested	72	56	65	72	NA
English learners					
% "Proficient" plus "Advanced"	53	54	32	49	19
% "Advanced"	20	18	14	12	6
# of students tested	49	39	50	43	52

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**Mathematics
Grade 3**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	85	70	73	57	50
% "Advanced"	58	32	36	23	15
# of students tested	95	111	111	149	130
% of total students tested	100	100	100	100	99
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	80	59	56	42	32
% "Advanced"	44	27	25	11	2
# of students tested	50	56	51	71	47
Hispanic					
% "Proficient" plus "Advanced"	80	69	57	44	NA
% "Advanced"	43	29	NA	NA	NA
# of students tested	51	62	56	81	NA
English learners					
% "Proficient" plus "Advanced"	75	62	54	39	25
% "Advanced"	34	29	18	10	3
# of students tested	41	48	33	51	32

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**Mathematics
Grade 4**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	58	63	60	62	32
% "Advanced"	29	36	38	24	8
# of students tested	111	110	117	120	143
% of total students tested	100	100	100	100	99
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	49	55	56	47	18
% "Advanced"	25	22	20	6	2
# of students tested	55	51	56	49	45
Hispanic					
% "Proficient" plus "Advanced"	51	55	55	46	NA
% "Advanced"	28	23	NA	NA	NA
# of students tested	64	53	62	50	NA
English learners					
% "Proficient" plus "Advanced"	47	48	50	41	3
% "Advanced"	30	17	19	9	0
# of students tested	47	35	36	34	32

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**Mathematics
Grade 5**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	60	69	42	46	30
% "Advanced"	35	36	19	12	9
# of students tested	99	119	115	148	148
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	45	51	21	33	19
% "Advanced"	17	21	4	5	4
# of students tested	46	56	47	58	52
Hispanic					
% "Proficient" plus "Advanced"	45	57	29	34	NA
% "Advanced"	16	24	NA	NA	NA
# of students tested	49	63	55	74	NA
English learners					
% "Proficient" plus "Advanced"	35	42	13	22	0
% "Advanced"	12	17	3	2	0
# of students tested	26	36	30	41	22

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.

**Wiley Canyon School
STAR Data for Blue Ribbon School Application**

**Mathematics
Grade 6**

	Spring 2006	Spring 2005	Spring 2004	Spring 2003	Spring 2002
Testing Month	May	May	May	May	May
All Students					
% "Proficient" plus "Advanced"	62	56	50	61	45
% "Advanced"	26	19	21	20	14
# of students tested	116	108	102	145	126
% of total students tested	100	100	100	100	99
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
Significant Subgroups					
Economically Disadvantaged					
% "Proficient" plus "Advanced"	46	41	27	42	29
% "Advanced"	8	3	4	4	6
# of students tested	53	40	26	50	35
Hispanic					
% "Proficient" plus "Advanced"	51	45	24	57	NA
% "Advanced"	13	4	NA	NA	NA
# of students tested	63	49	37	56	NA
English learners					
% "Proficient" plus "Advanced"	30	37	15	29	12
% "Advanced"	0	8	0	5	6
# of students tested	27	24	13	21	16

NOTES: (1) "Proficient" is the term used by the California Department of Education to mean "meeting" the state standards. "Advanced" is the term used by the California Department of Education to mean "exceeding" the state standards. (2) The data provided by the California Department of Education for the state-mandated Standardized Testing and Reporting (STAR) program for the spring 2003 and spring 2004 administrations did not include the percent of students scoring at the "Advanced" performance level separately. (3) No subgroup data was provided by the California Department of Education for the Hispanic group for the spring 2002 STAR program administration.